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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: the effects on self concept and reading achievement of an art program and an activity-based reading program; children's selection of trade books; two approaches for implementing the language experience approach in beginning reading instruction; vocabulary used in written directional statements in basal reading workbooks; the effects on reading achievement of a computer-assisted instructional program, the Individually Guided Education Program, and visual sequential memory training; the effect of instructional method on children's word identification responses; children's preferences for illustrations in basal reading materials; a cross-age teaching experiment; effects of experience-related reading instruction on written expression; effects of conservation training on reading readiness; elementary grade instructional components of Philadelphia reading plans; vocabulary words used in children's language experience stories; and the effectiveness of automated instruction in increasing pupils' skill in phonetic decoding. (GW)

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Abstracts of the following dissertations are included in this collection:

Dewberry, William Baxter

AN ANALYSIS OF SELF CONCEPT AND READING AS THEY ARE RELATED TO A SELECTED ART PROGRAM

Ferguson, Anne M.

CHILDREN'S SELF-SELECTION OF TRADE BOOKS: MEASURED BY THE CLOZE PROCEDURE

Fishman, Thérèse Gauthier

A COMPARISON OF TWO DIFFERENT PROGRAMS FOR IMPLEMENTING THE LANGUAGE EXPERIENCE APPROACH TO BEGINNING READING WITH A BASIC READER PROGRAM AND PHONIC SUPPLEMENT. (VOLUMES 1 AND 2)

Kitchener, Anna Marcena

AN ANALYSIS OF THE VOCABULARY OF WRITTEN DIRECTIONAL STATEMENTS IN GRADE ONE LEVEL MATERIALS OF THREE BASAL READERS

Kupec, Patricia Ann

THE EFFECT OF A READING ACTIVITIES PROGRAM UPON THE SELF-CONCEPT AND READING ACHIEVEMENT OF PRIMARY GRADE PUPILS

Litman, George Howard

RELATION BETWEEN COMPUTER-ASSISTED INSTRUCTION AND READING ACHIEVEMENT AMONG FOURTH, FIFTH, AND SIXTH GRADE STUDENTS

Lopardo, Genevieve Susan

A LONGITUDINAL STUDY ON THE EFFECT OF READING INSTRUCTIONAL METHOD ON THE WORD IDENTIFICATION RESPONSES OF CHILDREN ACQUIRING READING

Lucas, Daniel Joe

FIFTH-GRADE CHILDREN'S PREFERENCES FOR ILLUSTRATIONS IN MIDDLE-GRADE BASAL READING MATERIALS

Myers, Edward Joseph, Jr.

TRAINING FIFTH GRADERS TO TEACH: THE STUDY OF A CROSS-AGE EXPERIMENT

Quinn, Anne-Marie Vickers

SOME EFFECTS OF EXPERIENCE-RELATED READING INSTRUCTION ON THE WRITTEN LANGUAGE DEVELOPMENT OF FIRST-GRADE CHILDREN

Roberts, Kathleen Piegdon

THE EFFECTS OF CONSERVATION TRAINING ON READING READINESS IN KINDERGARTEN PUPILS

Robinson, Jesse Ray

THE EFFECTIVENESS OF TEACHER-GRADED NORM-REFERENCED AND CRITERION-REFERENCED TESTS AND GRIDDED INDIVIDUAL RESULTS ON THE READING COMPREHENSION OF SECOND AND THIRD GRADE PUPILS

Schaaf, Albert Karl

A DESCRIPTIVE AND ANALYTICAL STUDY OF THE INSTRUCTIONAL COMPONENTS FOR ELEMENTARY SCHOOLS IN THE SIX-YEAR READING PLANS OF THE SCHOOL DISTRICT OF PHILADELPHIA, 1970-1976

Stephens, Frances Driskell

A STUDY OF THE FREQUENCY WITH WHICH THE DOLCH BASIC SIGHT VOCABULARIES OCCURRED IN THE LANGUAGE-EXPERIENCE STORIES OF FIRST GRADE CHILDREN

Szymczuk, Michael

A COHORT ANALYSIS OF ELEMENTARY READING ACHIEVEMENT SCORES IN TWO SCHOOL DISTRICTS WHICH IMPLEMENTED THE INDIVIDUALLY GUIDED EDUCATION PROGRAM

Wiley, James William

A COMPARISON OF PRIMER-LEVEL PUPILS' COMPETENCE IN PHONETIC DECODING WHEN AUTOMATED INSTRUCTION IS SUBSTITUTED FOR TEACHER PRESENTATION IN A DIAGNOSTIC PHONETICALLY ORIENTED BASAL READING PROGRAM

Wolinski, John Thomas

THE DEVELOPMENT OF A HIERARCHY FOR TEACHING PHONEME-GRAPHEME CORRESPONDENCES IN THE MIDDLE GRADES

Wood, Lenora Mae

AN ANALYSIS OF MOTIVATIONAL READING TASK REINFORCERS USED IN SELECTED GRADE FOUR CLASSES

ZuWallack, Raymond John

THE EFFECTS OF VISUAL SEQUENTIAL MEMORY TRAINING UPON VISUAL SEQUENTIAL MEMORY AND READING ACHIEVEMENT IN FIRST GRADE

AN ANALYSIS OF SELF CONCEPT AND READING AS THEY ARE RELATED TO A SELECTED ART PROGRAM

DEWBERRY, William Baxter, Ph.D.
The University of Michigan, 1977

Chairperson: Finley C. Carpenter

The problem of this study was to determine the relationship between a selected art program and the extent of achievement in reading and gain in self concept.

The position expressed in this study was that a high degree of correlation exists between art and reading. This position was based on the observation that many of the learning processes of both areas are similar. The study focused on the changes brought about by the continued exposure and involvement of students with senior citizens as teaching assistants.

The sample consisted of seventy-four students from the fourth and fifth grades of two schools. The students were in heterogeneously grouped schools located in a small mid-western city. A total of seven teachers were involved.

The nature of the study warranted that the sample be divided into three components. The experimental school was composed of the Teaching-Learning Communities (T-LC) art program, and the control school was composed of a T-LC art program and a Non T-LC component. The pre and post scores in reading and self concept were collected over a period of approximately eight months.

The reading achievement and self concept gains were assessed for purposes of testing the following hypotheses: Hypothesis I: The students who are exposed to the T-LC concept of art will exhibit better scores in reading than those students who are not involved. Sub-Hypothesis I-1: The art students of the experimental school will exhibit significantly higher scores in reading than both groups in the control school. Sub-Hypothesis I-2: The T-LC art students of the control school will show greater gains in reading than the Non T-LC art students. Hypothesis II: The self concept of the T-LC control student will be more positive than those of the T-LC experimental student. Hypothesis III: Students in the T-LC experimental school will have higher mean self concept scores than the students in the Non T-LC art program. Hypothesis IV: The students from the T-LC control school will achieve higher mean self concept gains than the students in the Non T-LC art program.

There were no significant differences observed in reading when the T-LC experimental and the T-LC control art students were compared with the Non T-LC students. When the T-LC experimental school was compared with the control school there were no significant differences in reading. However, when a grade-by-grade analysis is made comparing the same components, the fourth graders of the T-LC experimental school had significantly higher reading scores than the T-LC control group. The comparison in reading gain between the T-LC control group and the Non T-LC control group were not significant.

The analysis of the post self concept scores and the self concept gain of all the groups compared also produced results that were not significant.

An analysis of the reading gain of all groups provides a more positive perception of the T-LC program's effectiveness. The T-LC group in each school with the longest amount of exposure to the concept holds a distinctive edge in the amount of reading gain.

Based upon the findings of this research, this writer recommends that (1) alternate research designs be considered when assessing the academic value of a program such as this, (2) the sample should be confined to one institution due to uncontrolable variables, and (3) that the amount of research in the area of art education be expanded to ascertain its academic potential.

Order No. 77-26,228, 163 pages.

CHILDREN'S SELF-SELECTION OF TRADE BOOKS: MEASURED BY THE CLOZE PROCEDURE

FERGUSON, Anne M., Ed.D.
University of Arkansas, 1977

Major Professor: Dr. Irvin L. Ramsey

The major purpose of this study was to determine at what level (frustration, instructional, or independent), as measured by the cloze procedure, sixth grade children selected trade books when a wide selection of books was available. Answers were sought to the following questions: 1. What proportion of sixth grade children selected trade books at frustration, instructional, and independent levels when provided with a wide selection of books? 2. Was there a difference between boys and girls in the difficulty level of books selected? 3. Was there a difference between high and low achievers in the difficulty level of books selected? 4. What types of literature were selected? 5. Were specific authors chosen frequently?

Data were obtained from one sixth grade heterogeneous class that contained sixteen girls and fourteen boys. The principle of self-selection suggests that the child will select books of an appropriate level of difficulty. On three different occasions, the sample selected trade books from the school library. The cloze procedure was the instrument utilized to determine the level of difficulty (frustration, instructional, or independent) at which the sample selected trade books. The cloze procedure is a technique implemented by systematically deleting words from a prose passage. The responses, given in place of the deleted words, are then evaluated, thus reading levels can be assessed. Percentages were computed and presented for the sample indicating proportions at each level. A t-test at the .05 level was computed to test the significance between the mean scores for boys and girls and also for high and low achievers.

The following conclusions were derived: 1. More than 53 percent of the sample consistently selected trade books at independent level. 2. There was no significant difference between boys and girls in the difficulty level of trade books selected. 3. There was a highly significant difference between the high and low achievers in the difficulty level of books selected. 4. Most of the literature selected was fiction. 5. The most popular trade book authors chosen were Matt Christopher, Laura Ingalls Wilder, and Lois Lenski.

Order No. 77-23,378, 95 pages.

A COMPARISON OF TWO DIFFERENT PROGRAMS FOR IMPLEMENTING THE LANGUAGE EXPERIENCE APPROACH TO BEGINNING READING WITH A BASIC READER PROGRAM AND PHONIC SUPPLEMENT. (VOLUMES 1 AND 2)

FISHMAN, Thérèse Gauthier, Ed.D.
Boston University School of Education, 1977

Major Professor: Roselmina Indrisano

The purpose of this study was to compare the effects of two different programs for implementing the language experience approach to beginning reading (the researcher's and Allen's) with a basic reader approach and phonic supplement (no formal language experience program) on reading achievement, listening comprehension, oral language development (mean number of T-units per utterance), and attitude toward reading. The study also attempted to determine if there was a difference in attitude toward approaches used in teaching reading of teachers involved in the study.

The researcher's interest-based language experience program has a built-in phonic/linguistic component and a skills checklist; while Allen's language experience program, found in Roach Van and Claryce Allen, Language Experiences in Early Childhood (Chicago: Encyclopaedia Brittanica, 1969), utilizes each student's experiences and teaches phonic/linguistic skills incidentally. Teachers using the researcher's program also had six workshops in creativity, while teachers using Allen's program had six workshops on the implementation of Allen's program. Teachers using no formal language experience approach had no workshops.

Students and teachers in nine first grade classrooms in five parochial schools located within the Greater Boston area comprised the sample.

The total sample of 257 students was administered: 1. The Murphy-Durrell Reading Readiness Analysis at the beginning of the school year 2. The Otis-Lennon Mental Ability Test at the beginning of the school year 3. The "San Diego Inventory of Reading Attitude" at the beginning and end of the school year 4. The reading and listening subtests of the Stanford Achievement Test at the end of the school year. In addition an oral language sample was elicited from each student at the beginning and end of the school year.

The nine teachers participating in the study were administered the following: The "San Diego Teacher Inventory of Approaches to the Teaching of Reading" at the beginning and end of the school year.

Data provided by testing the 257 students were statistically treated using analysis of variance, analysis of covariance, and the Scheffé test as appropriate to the task. Data provided by testing the nine teachers were analyzed by stating mean change in attitude toward approaches used in teaching reading.

The findings were: 1. There was a significant difference ($p<.05$) among adjusted treatment group means in reading achievement, using reading readiness as a covariate. Results on a Scheffé test showed this difference to be in favor of the researcher's program. 2. There was no significant difference among treatment group means in listening comprehension, using reading readiness as a covariate. 3. There was a significant difference ($p<.002$) among treatment group means in attitude toward reading (post-test), using reading readiness and attitude toward reading (pre-test) as covariates. Using a step-wide analysis of regression, pre-test attitude toward reading was found to be the more-important covariate. While all mean attitude toward reading scores decreased from the September to May administration of the inventory, students using either the researcher's or Allen's programs decreased fewer mean points. 4. There was a significant difference ($p<.001$) among adjusted treatment group means in oral language development (post-test), using reading readiness and oral language development (pre-test) as covariates. Using a step-wide analysis of regression, pre-test oral language development was found to be the more-important covariate. Scheffé test results showed this difference to be in favor of the researcher's and Allen's programs. 5. There was a mean difference in attitude toward approaches used in teaching reading among teachers in the three treatment groups on the pre- and post-experiment administration of an attitude toward approaches used in teaching reading inventory. It was concluded that teachers using the researcher's program changed the most, particularly on those responses which measured attitude toward basic reader and language experience approaches.

It was concluded that the researcher's program produced reading achievement scores better than those produced by either Allen's program or no formal language experience program using reading readiness as a covariate. In attitude toward reading and oral language development both language experience programs produced more-favorable scores than those produced by no formal language experience program. Teachers using the researcher's program exhibited the highest mean change in attitude toward basic reader and language experience approaches of all three groups.

Order No. 77-21,640, 404 pages.

AN ANALYSIS OF THE VOCABULARY OF WRITTEN DIRECTIONAL STATEMENTS IN GRADE ONE LEVEL MATERIALS OF THREE BASAL READERS

KITCHENER, Anna Marcena, Ph.D.
Kansas State University, 1977

The Problem

The purpose of this study was (1) to determine whether the words used in written directional statements of the workbooks and worksheets of three basal readers had been previously introduced in the controlled vocabulary; (2) to determine whether the vocabulary used in written directional statements of each series was substantially different (50 percent) from the written vocabulary of each of the others; and (3) to determine if vocabulary used in written directional statements of each reading series was substantially different (50 percent) from the controlled vocabulary introduced in the other two reading series at grade one level.

Methodology

The three series randomly selected from a group of eight major publishers of instructional materials in reading for young children were the Ginn Reading 360, 1973, 1969; Scott Foresman New Open Highways 1974, 1967 and Houghton Mifflin Readers 1974, 1971. These series were also found to be included in the reading curriculum of three adoption states (Texas, California and Florida) and other school systems across the United States.

The method of implementation was by means of an actual word count of each series. The words which made up the controlled vocabulary of each group were then analyzed to determine whether these same words were included in the written directional statements of workbooks and worksheets accompanying the texts.

Conclusions

The conclusions reached in this study were: 1. That disparities do exist in the quantity and variation of words used in written directional statements and those to which the learners have been introduced. 2. That disparities existed among the written vocabulary of the three series which exceeds 50 percent. 3. That disparities existed among the written vocabulary of one series and the controlled vocabulary of another which exceeds 50 percent. 4. That some series make minimal use of written directional statements for first grade reading materials – and depend mostly on oral guidance from the teacher for the delivery of instructions with individual exercises. 5. That those series which make little use of written directional statements – have not provided "uniform statements" to insure familiarity with vocabulary employed in the directions given. 6. That "conceptual comprehension" on the part of learners could still be a problem for first grade readers who experience difficulty in following directions with academic tasks.

Recommendations

On the basis of the experience of this study, it is recommended: 1. That creators of textbook reading materials for first grade learners continue the use of written directional statements in worksheets, and other independent learning materials – but to insure that all vocabulary employed in written directional statements have been introduced prior to using the worksheets. 2. That those creators/publishers of first grade reading materials who use the method of "oral teacher direction", provide specific statements for the teacher to use. Vocabulary employed in the specific statements should be that which also has been introduced to the learner prior to the academic exercise. (This recommendation would help alleviate the problems associated with conceptual comprehension difficulties.) 3. That those creators/publishers of first grade reading materials develop a system whereby there is a commonality of controlled vocabulary from which directional vocabulary is derived which exceeds 90 percent.

Order No. 77-26,045, 193 pages.

THE EFFECT OF A READING ACTIVITIES PROGRAM UPON THE SELF-CONCEPT AND READING ACHIEVEMENT OF PRIMARY GRADE PUPILS

KUPEC, Patricia Ann, Ed.D.
University of Pittsburgh, 1977

Many educators have demonstrated the importance of activity in the learning process but there has been little research that has been conducted on the relationship between the use of an activity-based program and the self-concept and reading achievement of pupils.

The intent of this study was, then, to determine whether primary grade pupils who participated in an activity-based reading program exhibited a higher level of self-concept and reading achievement than did those pupils who did not participate in such a program.

A total of four hundred sixty-three pupils in grades one, two and three participated in the self-concept phase of the study and three hundred fourteen pupils in grades two and three participated in the reading achievement phase. The pupils were equally distributed among the grades and in the control and experimental groups.

The pupils were enrolled in the classrooms of Pittsburgh Public School teachers who participated in an in-service increment credit workshop designed specifically to develop the "Reading Activities Program." Participants in the study were randomly assigned to the experimental group or the control group. Teachers and students who comprised the experimental group used the "Reading Activities Program" in conjunction with the adopted basal reading program immediately upon completion of the workshop; teachers and pupils in the control group utilized only the basal reading system and used the "Reading Activities Program" only after the completion of the experiment.

The SCAMIN Test of Self-Concept and the Metropolitan Achievement Test were administered to all of the students at the onset of the experiment and these scores served as the pre-test scores. After approximately one semester the same tests were administered and the results served as the post-test scores.

Hypotheses dealing with sex, treatment, grade and two- and three-way interaction were tested through a three-way factorial analysis of variance of mean gain scores with an alpha level of .05. The criterion variables of self-concept and reading achievement were subjected to this analysis.

The findings on the criterion variable of self-concept indicated that pupils in all three grades of the experimental group achieved a higher level of mean gain scores than did those pupils in the control group. Pupils in grade one of the experimental group, particularly boys, exhibited the greatest mean gain scores. The analysis of variance also indicated a highly significant three-way interaction of sex by treatment by grade. It was virtually impossible to separate the effects of these variables or to evaluate the influence that any one or any combination may have exerted on another.

The findings on the criterion variable of reading achievement indicated that experimental group pupils in grades two and three with the exception of males in grade three, attained higher mean gain scores in reading than did those students in grades two and three of the control group. In the examination of the main effects of the treatment, that is the experimental and the control, on the measure of reading achievement it was found that there is a highly significant difference with $p = .0012$. In addition, there was a significant two-way interaction on the gain in reading achievement for sex by grade but there was no significance attached to the interaction of sex by treatment, treatment by grade, or sex by treatment by grade.

The data indicates that the treatment was highly significant. This finding suggests that reading activities in the classroom are meaningful and beneficial in promoting reading achievement for both male and female students.

Order No. 77-21,246, 124 pages.

RELATION BETWEEN COMPUTER-ASSISTED INSTRUCTION AND READING ACHIEVEMENT AMONG FOURTH, FIFTH, AND SIXTH GRADE STUDENTS

LITMAN, George Howard, Ed.D.
Northern Illinois University, 1977

The general purpose of the study was to determine the effect that participation in a drill-and-practice computer-assisted instruction (CAI) program had on reading achievement. Specifically, this study sought to reaffirm the current theory that there was a positive relationship between CAI participation and reading achievement at the end of the year of instruction as well as two years after instruction. Previous studies had shown this relationship existed at the end of the year of instruction but longer term results were not available.

The Iowa Test of Basic Skills (ITBS) reading achievement scores at the end of the year of instruction and two years after instruction of students in the middle grades who participated in CAI were compared to ITBS reading achievement scores of similar students not participating in CAI. These raw scores were converted to z scores before the comparison since the students took a variety of levels of the ITBS. A factorial covariance procedure was used to allow the simultaneous comparison of scores of male and female; fourth, fifth, and sixth grade; CAI and non CAI participants.

In the analysis of covariance procedures of reading achievement scores at the end of the year of instruction, statistically significant F values were found on the instruction method and sex main effects as well as the instruction method and grade level interaction. In the analysis of covariance procedures of the reading achievement scores two years after instruction, statistically significant F values were found for the instruction method and grade level main effects as well as the instruction method and sex interaction. It was concluded that fourth and fifth grade CAI participants scored higher on the test of reading achievement at the end of the year of instruction than did non-CAI participating students. It was also concluded that male CAI participants scored higher on the test of reading achievement two years after the year of instruction than did male non-CAI participants.

Additionally, the effectiveness of CAI as a viable instructional technique was promoted for three reasons. The increased reading achievement scores of CAI participants was not only statistically significant but when converted to grade equivalent scores was apparently important and desirable. This increased achievement of CAI participants was obtained at relatively low cost. Finally, this achievement was accomplished by middle grade students who have been considered as hopelessly unsuccessful in special reading programs.

Order No. 77-20,883, 79 pages.

A LONGITUDINAL STUDY ON THE EFFECT OF READING INSTRUCTIONAL METHOD ON THE WORD IDENTIFICATION RESPONSES OF CHILDREN ACQUIRING READING

LOPARDO, Genevieve Susan, Ph.D.
The University of Chicago, 1977

Chairman: Rebecca Barr

Purpose. The primary purpose of this study was to investigate the effect of instructional method on children's word identification responses as the children were acquiring reading skills. A secondary purpose was to study the usefulness of error types as indices of the child's use of language information in word identification.

Three types of language information were studied: graphic information (sound-symbol association), contextual information, and the use of the word sample (the set of reading words taught to the children). The child's use of language information was inferred from segmented errors, nonsense errors, and errors that were graphically similar to the text; the use of contextual information was inferred when the error was contextually appropriate to the text; the use of the word sample was inferred when the error was from among the set of reading words taught the child.

Methodology. The comparative case-study method was used to study the learning of three average aptitude, non-reading kindergarten girls instructed by three different reading instructional methods: combination, phonic, and whole word. To investigate the effect of instructional method on children's word identification responses, detailed anecdotal records were kept for each subject during instructional sessions, monthly tests on isolated words and contextual material were administered, and transfer of reading skill development to non-instructional material was tested.

Conclusions. The following conclusions were drawn relative to the primary purpose of the study. (1a) Instructional method was associated with advantages and limitations for beginning readers at different stages during reading acquisition. During the initial stages, the blending within the phonic method caused difficulty which was overcome in later stages. However, oral reading was less fluent for the phonic-instructed subject than for the other two subjects. The combination method was difficult at initial stages apparently because the method involved whole word learning and word parts. After the initial difficulty was overcome, few subsequent difficulties were encountered within the combination method. The whole word method was initially easy but became increasingly difficult as the number of words taught and the similarity between words increased. (1b) A phonic emphasis exceeded a combination approach which in turn exceeded a whole word approach in facilitating children's identification of novel words. (1c) Instructional method was neither related to use of contextual information nor the tendency to draw words from the word sample.

The following conclusions were drawn relative to the secondary purpose of the study. (2a) The segmentation error was found to be a good indicator of the child's use of sound-symbol association; the graphically similar and nonsense errors were problematic as indicators. (2b) Although all subjects produced low proportions of contextually appropriate errors, transfer test evidence indicated all subjects were able to use contextual information to identify words. Therefore, reading errors are problematic indicators of children's use of contextual information. (2c) The word sample error (used in past research to infer a whole word approach to word identification) was used by all subjects. Therefore, this error type was not an indicator of method but may be related to the type of material used in instruction.

FIFTH-GRADE CHILDREN'S PREFERENCES FOR ILLUSTRATIONS IN MIDDLE-GRADE BASAL READING MATERIALS

LUCAS, Daniel Joe, Ed.D.
Montana State University, 1977

The purpose of this study was to: (a) investigate preferences among fifth graders for illustrative style found in basal readers (i.e., realism, cartoon, abstract, impressionistic, photographic) when the illustration accompanies a particular literary form (i.e., legend, poem, biography); (b) examine illustrations from all the selections of the five major basal reading series texts written for middle grade children in order to classify the type of illustrative styles found in them; (c) read, evaluate, and categorize as to literary form, the approximately 800 selections from the same five basal reading series texts written for middle grade children.

The problem was investigated by: (a) a review of literature related to the problems; (b) a review of the five major middle grade reading texts; (c) an investigation of 521 fifth grade children's preferences for illustrative style; and (d) a tabulation, analysis and comparison of data gathered.

The major conclusions of the study indicated that: (a) the rank order of literary selections in five major middle grade reading texts was: informational article, poetry, reading activities, contemporary realistic fiction, traditional literature (including legend), biography, modern fantasy, historical fiction, and drama; (b) the highest percentage of illustrative styles for legend, poetry, and biography in the same texts was impressionistic, photographic, and photographic respectively; (c) there was a preference among fifth graders' for illustrative style when the illustration accompanied the literary forms legend, poem, biography; (d) there were significant differences between the following when the illustration accompanied a particular literary form: male and female fifth graders' preference--poem; Mexican American and Caucasian fifth graders' preference--biography; Native American and Caucasian fifth graders' preference--legend; non-Caucasian and Caucasian fifth graders' preference--legend.

The major recommendations of the study were (a) all persons responsible for the purchase of material to use in the teaching of reading to middle grade students should receive training in critically evaluating illustrations as well as the text, due to the large amount of space and dollar outlay committed to illustrations and the resultant expense to school districts; (b) photographs were utilized highly by publishers and students in the study tended to choose photographic styles for poem and biography. Personnel who are evaluating reading texts for use with middle grade students should be aware of these preferences. The trend in published materials to include more photographs should be encouraged.

Order No. 77-25,632, 225 pages.

TRAINING FIFTH GRADERS TO TEACH: THE STUDY OF A CROSS-AGE EXPERIMENT

MYERS, Edward Joseph, Jr., Ed.D.
Boston University School of Education, 1977

Major Professor: Ralph L. Mosher

The purpose of the study was to examine the issue of training for cross-age teaching and to study the effect of training on a group of fifth grade students. The study grew out of the current interest in cross-age teaching as a vehicle for psychological education and the realization that the question of training had not been well researched.

The study was conducted at the Valentine Almy elementary school in Cranston, Rhode Island. Fifth grade students in the Experimental group were trained to tutor first graders who needed assistance in sight word vocabulary. The fifth graders in the Control group also tutored first graders but did not participate in any training other than the use of sight vocabulary word cards.

The study utilized aspects of both experimental and clinical research. A two group, pre-test, post-test, control group design was used. Both Experimental and Control groups started with twelve students. The study was designed to answer the questions: 1. What are the teaching behaviors of fifth grade students prior to any training? How do they react in typical tutoring situations? 2. As a result of the training experience, do fifth graders demonstrate a knowledge of recommended teaching practices as measured by their performance on a tu-

toring simulation test? 3. As a result of training prior to tutoring, do fifth graders exhibit improved classroom behavior as measured by teacher ratings? A related question sought to determine if the experience of tutoring resulted in a measurable change of their classroom behavior. 4. Do first grade students instructed by trained fifth graders demonstrate an increase in their knowledge of sight vocabulary greater than first graders instructed by untrained tutors?

A training program consisting of eleven one hour sessions was developed. The content of the training program was based on research as to what constituted "good" teaching, clues from the literature on cross-age experiences with elementary pupils as tutors, and relevant factors in the development of the child that could serve as a guide.

The instruments used to assess the effects of the training program were: a Tutoring Simulation Test developed by the experimenter; the Devereux Elementary School Behavior Rating Scale, and a word test consisting of 200 sight vocabulary words.

The results of this study indicated that the teaching behaviors of fifth graders prior to training was characterized by a tendency to use very authoritarian behavior in dealing with problems. They tended to react very harshly when their position was challenged. It was also found they did not initiate instruction well, but they did employ social reinforcement techniques to some extent. Analysis of variance results of the Tutoring Simulation Test indicated the Experimental group showed significantly greater knowledge of recommended psychological and pedagogical techniques after training. Significant results ($P < .01$) were sustained in a post hoc analysis of the mean scores by the Scheffé method. Regarding the effects of the training and tutoring on classroom behavior, neither the training nor the tutoring had any significant or striking effect on the way participants themselves behaved as students in their classroom. First graders who were instructed by trained tutors learned more sight vocabulary words than those instructed by the untrained tutors. Although the raw score difference was large, it was not found to be at a level of statistical significance.

Recommendations were made to: (1) closely supervise elementary tutors if they are utilized in cross-age programs where the younger children are inclined to challenge authority or to test limits; (2) carefully study the issue of training in planning all cross-age programs so that the needs of both tutor and tutee are addressed; (3) assess the teaching behaviors of participating students before cross-age teaching is undertaken; (4) consider the use of simulation techniques as a way of determining how students may react in prescribed situations.

Order No. 77-21,665, 170 pages.

SOME EFFECTS OF EXPERIENCE-RELATED READING INSTRUCTION ON THE WRITTEN LANGUAGE DEVELOPMENT OF FIRST-GRADE CHILDREN

QUINN, Anne-Marie Vickers, Ed.D.
University of Maine, 1977

Adviser: Robert E. Lowell

The purpose of this study was to determine the effects on the written expression of first-grade children when the children's own spoken words are used as the basic material for teaching reading. It was the researcher's intent to clearly explicate a method, influenced by the developmental stages of Erik Erikson, for teaching experience-related reading, and to provide some evidence of its effectiveness.

The population for this study consisted of the 483 Grade One children in the seven elementary schools of the Bangor, Maine, Public School System. Experimental and control groups of seventeen pupils each were drawn from the three Grade One classes in Fruit Street School, the elementary school identified as being most completely representative of the population of the city. Two of the Grade One classes were taught by conventional basal reader methods; the third was taught with a language-experience approach. Subjects for this study were randomly drawn and randomly assigned to the experimental or the control group.

The experimental group received experience-related reading instruction for ninety minutes, twice a week, for a nine-week period. Beginning reading materials were based on the experiences of the children, the children helped the teacher create the reading and writing material, and vocabulary words were taken from stories composed by the children.

Written language samples were collected from both experimental and control groups near the end of the nine-week program. Instrumentation for the study included the Carlson Analytical Originality Scale and the Survey of School Attitudes. Data was analyzed by the Mann-Whitney U Test.

The experimental group wrote a larger number of complete sentences than the control group, the difference being significant at the .01 level of confidence. The experimental group used a larger number of difficult words than the control group (i.e., words not listed in the Dale List of 769 Easy Words), the difference being significant at the .01 level of confidence. The experimental group wrote stories that were more original and creative than the control group, the difference being significant beyond the .01 level of confidence. When the writing samples of the experimental and control children who were members of the language-experience classroom were excluded from statistical analysis, and only the writing samples of the experimental and control children who were members of the conventional basal reader classrooms remained for analysis, the following results were obtained: the experimental group wrote a larger number of complete sentences than the control group significant at the .001 level of confidence, the experimental group used a larger number of difficult words significant at the .001 level of confidence, and the experimental group wrote stories that were more original and creative significant at the .001 level of confidence. There was no significant difference between the children in the experimental group and the children in the control group on the Survey of School Attitudes.

Order No. 77-21,854, 196 pages.

THE EFFECTS OF CONSERVATION TRAINING ON READING READINESS IN KINDERGARTEN PUPILS

ROBERTS, Kathleen Piegdon, Ph.D.
The University of Oklahoma, 1977

Major Professor: Dr. Richard Williams

This study concerned the analysis of two methods of reading readiness training. Readiness training using the Distar I reading program, and readiness training using the Distar I program and conservation training.

The purpose of the study was to determine the effects of two programs of training on reading readiness. By comparing gains in reading readiness skills it was determined which of the techniques for readiness had been more effective during the time period involved, and with the kindergarten students included in the study. The effectiveness of conservation training on reading readiness was examined by these results.

Sixteen classes of kindergarten students in Edmond, Oklahoma were selected for the study. The classes were randomly assigned to experimental and control groups. The experimental group had 188 students, and the control group had 197 students. All students were administered Form A of the Metropolitan Readiness Test as a pretest measure of reading readiness. Both groups then received eighteen weeks of Distar I

training. The experimental group also received three weeks of conservation training in conjunction with the Distar I program. Form B of the Metropolitan Readiness Test was administered as a posttest at the end of the eighteen week period.

The data was used to compute mean, standard deviation, correlation, and regressed gain scores. Then a 2x2x2 analysis of variance was computed on the group mean gain scores.

Conclusions drawn from the study were: 1. There was equal advantage in giving readiness training via the Distar I program as in giving conservation training and readiness training. 2. There was equal advantage in giving readiness training via a combination of Distar I and conservation training as in giving just readiness training. 3. There was equal advantage in giving readiness training to both males and females via the Distar I program as in giving a combination of Distar training and conservation training. Order No. 77-21,402, 159 pages.

THE EFFECTIVENESS OF TEACHER-GRADED NORM-REFERENCED AND CRITERION-REFERENCED TESTS AND GRIDDED INDIVIDUAL RESULTS ON THE READING COMPREHENSION OF SECOND AND THIRD GRADE PUPILS

ROBINSON, Jesse Ray, Ed.D.
University of Houston, 1977

Reading has long been a major concern of persons profoundly interested in the effective advancement of education. The educational decision-makers of the Colonial Period emphasized reading as a means of enriching learning. Boyd Winchester expressed this idea in 1900 in the following lines:

> A love of reading has a most ennobling and refining tendency; . . . It is essentially a pleasure which is not only good in itself, but enhances many others. By extending the range of our knowledge, by enlarging our powers of sympathy and appreciation, it adds incalculably . . . to the interest we take in the variety of events which form the great world-drama around us. The love of reading is the richest and happiest gift to the children of men.

The issues regarding the most profitable modality to enable pupils to realize these experiences through reading became the vanguard in a national consciousness toward reading improvement.

The Problem

The purpose of this study was twofold: (1) to compare the reading achievement of three groups of second grade pupils designated as Group I_A, Group I_B, and Group I_C according to the teachers' knowledge of the pupils' individual reading competencies and limitations in specific reading skills at the beginning of the semester and (2) to compare the reading achievement of three groups of third grade pupils designated as Group II_A, Group II_B, Group II_C according to the teachers' knowledge of the pupils' individual reading competencies and limitations in specific reading skills at the beginning of the semester.

The Study

The subjects were second and third grade pupils who were enrolled in ten schools in Galveston, Texas. The Table of Random Numbers was used to yield sixty second grade pupils and sixty third grade pupils from a population of 1,312 pupils who were enrolled in sixty-five classrooms. The 120 study subjects consisted of boys and girls who represented approximately eighteen racial groups. The sixty study subjects on each grade level were divided into three categories: Group A, Group B, and Group C. There were twenty pupils in every group on each grade level. The Table of Random Numbers was used to select twenty-nine second grade teachers and thirty-six third grade teachers as study participants.

Two instruments were used to yield the data for this investigation: Iowa Tests of Basic Skills and Competency Skills Test. The former test is a norm-referenced achievement test which was used to ascertain the pupils' grade level growth. The latter test is a criterion-referenced test which was used to identify the pupils' reading skill deficiencies in specific areas. The statistical treatment of the data revealed the following: 1. the results of the Iowa Tests of Basic Skills posttest was highly significant for Groups A and B on the second and the third grade level, 2. the tests results on the Iowa Tests of Basic Skills posttest were statistically significant for Groups B and C on both grade levels, 3. there was significant difference in the posttest results of the Competency Skills Test on "Word Meanings" and "Reading Comprehension" for Groups A and C on the second and the third grade level, 4. the posttest results of the Competency Skills Test on "Reading Comprehension" for Groups A and C on the second and the third grade level was statistically significant, 5. there was statistical significance in the posttest results of the Competency Skills Test on "Study Skills" for Groups A and C on both grade levels, 6. the posttest results of the Competency Skills Test on "Study Skills" for Group B and C on the second and the third grade level differed significantly, 7. the difference in the posttest results of the Competency Skills Test on the four tested areas for the second and the third grade groups was statistically significant, 8. of the three second grade groups, Group C made the lowest mean score on the Iowa Tests of Basic Skills posttest and the highest mean score on the Competency Skills Test posttest, and 9. of the three third grade groups, Group C made the lowest mean score on the Iowa Tests of Basic Skills posttest and the highest mean score on the Competency Skills Test posttest.

Order No. 77-24,447, 140 pages.

A DESCRIPTIVE AND ANALYTICAL STUDY OF THE INSTRUCTIONAL COMPONENTS FOR ELEMENTARY SCHOOLS IN THE SIX-YEAR READING PLANS OF THE SCHOOL DISTRICT OF PHILADELPHIA, 1970–1976

SCHAAF, Albert Karl, Ed.D.
Temple University, 1977

The purpose of this study was to describe the elementary grade instructional components of the six-year reading plans in Philadelphia (1970–76), together with their goals and objectives, techniques for evaluation, and results; critically analyzing their consistency with central goals and guidelines and their internal consistency; analyzing also their relationship to currently accepted assumptions in reading instruction; and identifying possible reasons for their success. Analysis was also made of the commonalities and differences between and among the eight plans, changes in the plans during the six years, and the extent to which goals and objectives were realized, both city-wide and by district.

Conclusions

1. In view of the fact that achievement scores were declining city-wide prior to 1970 and rising in 1976, the improvement in reading achievement seems to be attributable to the six-year reading effort.
2. The Philadelphia reading effort may be regarded as successful at the elementary school level because in the spring of 1976 there was an increase in the percentage of students scoring in the functional reading range (above the sixteenth percentile); achievement levels of pupils in grades one and two were superior to national norms; and achievement levels of pupils in grades three to six were closer to national norms than in spring, 1971. Thus, the goal of June, 1973, was largely realized.
3. The success of the reading plans appears to be due to the organization of the project on a management by objectives basis, because that organization requires all personnel to operate in terms of a clearly defined plan without which even such vital considerations as commitment, new materials, money, and staff development programs could be wasted.
4. Under a management by objectives approach, district and school personnel can exercise a large amount of autonomy in the development of reading plans while remaining consistent to guidelines and limitations set by or negotiated with central administration.
5. No one instructional approach or set of materials can be regarded as superior to another in the Philadelphia reading plans because the rate of progress during the six years was approximately the same in all eight districts. For the same reason, no one overall district plan can be regarded as superior to the others.
6. The fact that the rate of growth in grades K–2, as measured by achievement test scores, was greater than that in grades three to six was probably due, at least partly, to the city-wide emphasis on early childhood education.
7. The eight district plans became more similar to each other in the sixth year than they were in the first; especially in terms of objectives, which were more behaviorally stated in the sixth year, and reading programs, the number of which increased by the sixth year.
8. The most common characteristics in all plans were objectives and evaluative procedures related to standardized tests, pupil competencies, and criterion-referenced tests; and instructional components based upon a desire to provide individualized instruction appropriate to the needs of the children, employing programmed materials and combinations of materials utilized on the basis of a prescriptive approach, with a decoding emphasis for slow learners.
9. The idea of determining instructional strategies as part of a district plan is either not fully understood or not regarded as important by school personnel. The definition of the term is brief, with no elaboration; the listings in the plans are very general. The request for such listing appears only in the plan for 1975–76.
10. District plans appear to have been based only partially on assumptions which derive from major reading research of the 1960's. Order No. 77-21,786, 245 pages.

A STUDY OF THE FREQUENCY WITH WHICH THE DOLCH BASIC SIGHT VOCABULARIES OCCURRED IN THE LANGUAGE-EXPERIENCE STORIES OF FIRST GRADE CHILDREN

STEPHENS, Frances Driskell, Ed.D.
The University of Oklahoma, 1977

Major Professor: Richard P. Williams

Although the language-experience approach has been recognized as an effective means of teaching beginning reading, this point of criticism persists: the approach provides insufficient exposure to basic sight words and infrequent opportunities to practice recognition of them. This study represents an attempt to test the validity of the criticism.

The data of the study were 16,000 language-experience words dictated or personally written, between 1970 and 1976, by 120 first grade boys and girls living in four central Oklahoma communities. The communities varied in population size from 15,159 to 368,377 and the socioeconomic strata of the children ranged from high to low.

The frequency with which the words of the Dolch Basic Sight Vocabulary occurred in the 16,000 language-experience words of the study was compared with the frequency with which the words of the Dolch Basic Sight Vocabulary occurred in first reader words published a) prior to 1941 and b) prior to 1970. The 25 most frequently occurring words of the Dolch Basic Sight Vocabulary in this study were ranked and compared with the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary as ranked by Dolch, with the ranking first in both lists. The first 25 words of this study included 9 words not included by Dolch. The first 25 words as ranked by Dolch included 8 words not included in the first 25 words of this study.

Conclusions drawn from the findings of the study suggest that 1) the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary are equally useful; 2) the language-experience approach provides sufficient exposure to, and adequate opportunities for the practice of, the words of the two basic sight vocabularies; 3) the language-experience approach provides an effective means of presenting basic sight words to first grade children; 4) the language-experience approach provides basic sight word training comparable to that provided by recently published first readers; 5) changes in language usage have occurred during the last 35 years; 6) the frequency of occurrence of basis sight words in the language-experience stories of first grade children living in central Oklahoma is influenced neither by socioeconomic strata nor by population size; and 7) the actual form of expression, whether dictated or personally written, used in the production of the stories makes little difference as to the frequency of occurrence of basic sight words.

Order No. 77-21,411, 193 pages.

A COHORT ANALYSIS OF ELEMENTARY READING ACHIEVEMENT SCORES IN TWO SCHOOL DISTRICTS WHICH IMPLEMENTED THE INDIVIDUALLY GUIDED EDUCATION PROGRAM

SZYMCZUK, Michael, Ph.D.
Iowa State University, 1977

Supervisors: Dr. Trevor G. Howe and Dr. Ray Bryan

The purpose of this investigation was to study the long term effects of the Individually Guided Education (IGE) program and the school differences relative to the amount of IGE

concept implementation on elementary grade-equivalent reading achievement scores in two local school districts. Through an experimental design referred to as a cohort analysis and A Survey of Effective School Processes, an instrument which measures the amount of IGE concept implementation, this investigation examined the reading scores of 875 children in the Ames school district and 711 children in the Indianola school district. Using grade level as the repeated measure and using schools with different amounts of IGE implementation as the random variable or treatment variable two split-plot analyses were computed for each school district. Other main effects were sex and cohort. One analysis employed students' scores as observational units, whereas the other analysis utilized the cohort by sex by grade within building means as the observational units.

The results of the Ames analyses found none of the null hypotheses significant. Hence, as measured by this study IGE implementation was ineffective with regard to reading achievement in the cooperating schools. Further, because the amount of IGE concept implementation was both small and invariant among schools no conclusive evidence regarding its effect was formed.

Unlike the Ames analyses, one of Indianola's analyses rejected a null hypothesis, which was that schools varied across cohorts. A study of the plot for the school by cohort interaction means revealed that after a school implemented the IGE program its immediate succeeding cohort's reading score rose. This was consistent across schools. Unfortunately, the rate of increase appeared not to be related to the amount of IGE concept implementation nor were the maintenance and enhancement of reading scores consistent across schools. In addition, the sex by cohort interaction was significant. An examination of the plot for the interaction revealed that as all of the Indianola schools implemented the IGE program the male reading scores increased. Hence, males seemed to benefit from IGE program implementation.

Another aspect of this investigation was to compare amateur and expert raters on several scales of A Survey of Effective School Processes in the Ames and Indianola school districts. The results indicated that while expert and amateur raters scored equally on the average, individual experts were more homogeneous in their scoring.

In summary, the IGE program had not affected reading achievement scores in the cooperating schools of the Ames school district. The Indianola school district implementation of the IGE program was beneficial for immediate succeeding cohort groups and male reading scores when students were used as observational units. However, maintenance of IGE's effect upon reading scores was inconsistent among schools. Finally, no conclusive evidence regarding the amount of IGE concept implementation's effect upon reading scores was made because of its small, invariant amount among schools.

Order No. 77-26,014, 121 pages.

A COMPARISON OF PRIMER-LEVEL PUPILS' COMPETENCE IN PHONETIC DECODING WHEN AUTOMATED INSTRUCTION IS SUBSTITUTED FOR TEACHER PRESENTATION IN A DIAGNOSTIC PHONETICALLY ORIENTED BASAL READING PROGRAM

WILEY, James William, Ed.D.
University of Houston, 1977

The purpose of the study was to compare the effectiveness of automated instruction with teacher instruction in increasing first-grade pupils' skill in phonetic decoding. Both approaches used the phonetic decoding materials in the primer-level text Green Feet, published by the Economy Company.

The sample consisted of eighty-one pupils from the three highest of five ability groupings in the Marlin Elementary School in Marlin, Texas. Each group was divided into control and experimental subjects based on race, sex, and the letter rating of the Metropolitan Readiness Tests.

The experimental program consisted of 35mm slides and audio cassette tape presentations of the phonetic decoding skills in the thirty-three plans of Green Feet. A Singer Caramate was used to present the synchronized slide-tape presentations to the experimental group. The control group was taught by the teacher. The experiment lasted seven weeks.

The Metropolitan Achievement Tests, Primary I, Forms F and G, and the Competency Skills Test for Green Feet were the measurement instruments used in the study.

Based on the findings of the study the following hypotheses were not rejected: (1) there would be no significant differences between the mean gain of the phonetic decoding skill attained by primer-level teacher-instructed pupils and that of primer-level pupils instructed by an automated instructional program; (2) there would be no significant differences in achievement between the control and experimental groups for each of the ability groupings represented in the instructional organization; and (3) there would be no significant differences in the competency levels between the control and experimental groups as measured by four subtests on the diagnostic test accompanying the basal reading program. The two remaining hypotheses -- (1) there would be no significant differences in achievement gains within the control and experimental groups related to ability grouping in the instructional organization, and (2) there would be significant relationships for the control and experimental groups between the measures of achievement and the Metropolitan Readiness Tests letter ratings and the selected demographic variables: ability grouping, free lunch, kindergarten, race, and sex -- were not decisively rejected.

Based on the study's findings the following conclusions were made: 1. Primer-level pupils can learn phonetic decoding skills through automated instruction as well as pupils who receive teacher instruction when each approach follows the same sequence and utilizes the same instructional aids. 2. The effectiveness of automated instruction as compared to teacher instruction of phonetic decoding skills is not affected by ability grouping at the first-grade primer reading level. 3. Achievement gains may be attributed to innate pupil activity rather than the result of either automated instruction or teacher instruction. 4. The phonetic decoding skill competency levels of pupils tend to be similar whether automated instruction or teacher instruction is used to present the skills. 5. Potential biases such as race and socioeconomic status tend to be reduced by the use of automated instruction.

The following recommendations were based on the findings of this study: 1. This study needs to be expanded on a longitudinal basis, beginning with the primer-level reader and continuing through the second grade, to determine the long range effects of automated instruction on pupils' mastery of the phonetic decoding skills. 2. A study should be conducted using various sized groups in both homogeneous and heterogeneous settings to determine the most advantageous grouping arrangement for automated instruction. 3. This study should be replicated using different populations. 4. Studies concerning the impact that variables such as race and socioeconomic status have on pupil performance under automated instruction and teacher instruction need to be conducted.

Order No. 77-24,440, 134 pages.

THE DEVELOPMENT OF A HIERARCHY FOR TEACHING PHONEME-GRAPHEME CORRESPONDENCES IN THE MIDDLE GRADES

WOLINSKI, John Thomas, Ph.D.
The Florida State University, 1976

Major Professor: Billy M. Guice

The purposes of this study were: 1. To extend a previously developed hierarchy of phoneme-grapheme correspondences in beginning reading into the middle grades and 2. To determine at what specific readability level, between 5.0 and 9.0, the 121 graphemic options assigned to readability levels "above 5.0" were likely to occur.

A list of words for each specific phoneme-grapheme correspondence was compiled. These lists were compiled by extracting words from the following four word list sources: A Revised Core Vocabulary: A Basic Vocabulary for Grades 1–8, An Advanced Vocabulary for Grades 9–13; Basic Elementary Reading Vocabularies; Computational Analysis of Present-Day American English; and Word Frequency Book. Webster's New Collegiate Dictionary (1976) was used as a guide for all pronunciations.

Each word on the various lists was graded as to its readability level. Words determined to be readability level 10.0 or above were not included on the final lists.

The level of placement for each specific phoneme-grapheme correspondence was then determined by ascertaining the lowest level at, or below which, a total of five words occurred. In other words, the readability level at which the fifth word containing a specific correspondence occurred determined the level of placement of that correspondence in the hierarchy. A specific correspondence must have occurred in a minimum of five words in order to be placed in the hierarchy.

Based on an analysis of the data collected in this study, the following conclusions were drawn: 1. A hierarchy for extending the teaching of phoneme-grapheme correspondences into the middle grades does exist. 2. There were twenty more graphemic options appearing below readability level 5.0 than had previously been determined. 3. A sizeable number of graphemic options (54 of the 121 investigated) could not be placed in the hierarchy due primarily to the fact that the number of words in which they occurred was too small (less than five) to warrant teaching the phoneme-grapheme correspondence to students at the particular grade levels in question. 4. Certain graphemic options may occur in many words beyond the readability level at which that option was placed in the hierarchy. 5. All words containing a specific graphemic option may not appear on the lists included in this study due to the restrictions on word placement and the exclusion of words above readability level 10.0. 6. The method of determining the readability levels of non-graded frequency-ranked words by utilizing the adjusted Thorndike and Lorge conversion formula was valid.

Recommendations for further study were indicated.

Order No. 77-22,173, 130 pages.

AN ANALYSIS OF MOTIVATIONAL READING TASK REINFORCERS USED IN SELECTED GRADE FOUR CLASSES

WOOD, Lenora Mae, Ph.D.
The University of Akron, 1977

This study was designed to measure the motivational effects of three positive reinforcers on central-city grade four students. The objective was to determine which reinforcers resulted in the completion of a greater number of individually-prescribed reading objectives (IOs). The selected reinforcers included both intrinsic and extrinsic rewards since the superiority of one over the other has not been proven. The three reinforcers chosen were: (1) a token economy using a variety of tangible items, (2) winning free time for friends, and (3) teacher-selected incentives. These reinforcers were tested while controlling such factors as sex differences, chronological age, reading level, I.Q. level, socioeconomic status, and teacher differences.

A review of the literature had demonstrated conflicting views regarding the superiority of different types of reinforcers used with children. There appeared to be a need for further research regarding the following factors: feasible, inexpensive reinforcers for use in large group settings; research on peer approval rather than peer competition; and research on teacher-selection of reinforcers.

The design of this study included three experimental groups. The subjects were grade four students who were one or more years below grade level in reading, who were enrolled in High Intensity Reading Centers in central-city schools (HIRC) which are funded under ESEA Title I. This is a criterion-referenced management system in which intermediate grade students spend 40 minutes each day working on predetermined individually-written prescriptions for reading skill development. When a reading skill has been mastered, the student is awarded a certificate of proficiency for that particular individual objective (IO). For this study, subjects were awarded one of the three different reinforcers--tangible items, free time for friends, or teacher-chosen incentives--to determine which resulted in the completion of the greater number of IOs.

The findings of the study indicated that teacher-selected incentives were superior to tangible items ($p<.0001$) and superior to free time for friends ($p<.0001$). Free time was significantly better as a reinforcer than were tangible items ($p<.0001$). The largest amount of variance was caused by teacher differences, while the variables sex, chronological age, and time of day students attended the center accounted for very little criterion variance. Also, since treatment groups were matched, there was little difference in socioeconomic level, I.Q. level, and reading levels.

The most significant implication which resulted from the findings of this study was that tangible rewards, which have been shown in studies to be a powerful reinforcer with central-city students, were found to be less significant than the intangible reinforcers of winning free time for friends and the teacher-selected incentives. This seems to indicate that reinforcers can be cost-free. The results concerning teacher variables supported the position that perhaps variables within the affective domain were operating, and it is recommended that these should be examined in future studies. It is also suggested that there should be further research with stronger controls, with other grade levels, considering racial factors, and to determine if the gains made affect classroom academic achievement.

Order No. 77-23,456, 146 pages.

THE EFFECTS OF VISUAL SEQUENTIAL MEMORY TRAINING UPON VISUAL SEQUENTIAL MEMORY AND READING ACHIEVEMENT IN FIRST GRADE

ZuWALLACK, Raymond John, Ed.D.
Clark University, 1977

Supervisor: Dr. David Zern

Recent years have seen considerable interest, speculation, and research directed toward short-term visual sequential memory and its possible role in the reading process. Past literature contains studies that yield impressive correlations between visual memory and different aspects of reading achievement, including word recognition and paragraph comprehension. Conceptually, it is possible to envision both visual sequential memory and reading as being dependent upon several underlying factors, including visual discrimination, sequencing ability and mediation (e.g., visualization, inner verbalization).

Unfortunately, there exists virtually no research on whether short-term visual sequential memory can be affected by systematic training and whether intervention materializes in positive transfer to reading achievement. Yet, in recent years, many source books and training kits, providing psycholinguistic exercises (including many purporting to "strengthen" visual sequential memory) have found their way into the schools and are being used by teachers with increasing frequency. With the above in mind, the research described in this study was designed to test the validity or effectiveness of visual sequential memory exercises when used developmentally in first grade.

The current investigation encompassed 189 first grade children located in four schools in four Southeastern Massachusetts towns. The children in eight participating classrooms were divided randomly into experimental and control groups. The experimental groups underwent visual sequential memory exercises on a weekly basis for the greater part of a school year. Concurrently, the control groups experienced manual expression exercises (calling for largely routine imitative behavior and gross bodily movements), judged to be far-removed from reading and to possess little or no potential for transfer to reading achievement.

The regular classroom teachers administered the training exercises to the first graders. They were assisted by twenty-one teacher-aides. Procedures were established so that the teachers and teacher-aides had equal amounts of contact with an experimental group and with a control group. Posttesting included both the Visual Sequential Memory and Auditory Sequential Memory subtests of the Illinois Test of Psycholinguistic Abilities and the California Reading Achievement Tests.

The data were treated by an analysis of variance design, geared to assess both the main effects of method (i.e., exposure to the visual memory exercises) and possible interaction effects of method with sex, age, and (or) attendance at one of the participating schools in the study.

Without exception, statistically insignificant findings were obtained. The visual sequential memory exercises, administered to the children on a systematic basis for most of a school year, apparently lacked sufficient "transfer width" not only to affect reading but also visual and auditory sequential memory. Certainly, the unequivocal nature of the results must raise serious questions regarding the value of systematic and extensive school use of visual memory training programs similar to that employed in the study at hand.

Order No. 77-26,586, 334 pages.

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